

The Mysteries of AYP

BJ Granbery

Donna O'Neill

- Processes
- Indicators
- Subgroups
- Targets
- 2006-2007 Outcomes
- Future expectations

Adequate Yearly Progress Statistics for Montana Schools and Districts

2006-07 School Year

AYP Determination Overview

- Who receives an AYP determination?
- There are three processes used to make determinations.
 - Calculated Process
 - Small Schools Accountability Process (SSAP)
 - Feeder Schools Process

AYP Determination Processes

What determines which process is used?

- The process used for a given school/district is determined by the following factors :
 - # tested and included in proficiency calculations or annual measurable objective (AMO).
 - Whether any tested grades are served.

Calculated Process Overview

- Determinations are based solely on statistical methods
- Schools and districts with at least 30 students tested and included* in reading and math proficiency scores are evaluated using the Calculated Process

* Foreign Exchange, 1st year LEP, and NSAY/NDAY are excluded from reading and math proficiency scores

Calculated Process AYP Indicators

- Making Adequate Yearly Progress (AYP) according to the federal definition requires achieving all of several specific objectives.
 - Reading achievement*
 - Math achievement*
 - Student testing participation rate*
 - Student attendance rate (elementary)**
 - Graduation rate (high school)**

* Every subgroup

** All Students Combined subgroup only

Subgroups in the Calculated Process

A great deal of “Making AYP” depends on the performance of ten subgroups.

- **All** - All Students Combined
- **Amlnd** - American Indian/Alaskan Native
- **Asian** - Asian
- **Hisp** - Hispanic or Latino
- **Black** - Black or African American
- **White** - White, Non-Hispanic
- **PacIsl** - Native Hawaiian or Pacific Islander
- **Disab** - Students with disabilities
- **FR** - Free/reduced lunch, or economically disadvantaged
- **LEP** - Limited English Proficiency

Minimum “n” size Requirements for the Calculated Process

- In order to be certain that AYP determinations are valid and reliable, a minimum cell size (minimum N) has been established.
- Minimum N requirements vary depending on subgroup and indicator being evaluated at that level.

Calculated Process Reading & Math Proficiency Scores

- The following criteria must be met for a subgroup to be included in the calculated process for AMO:
 - For the “All Students Combined” group, the cell size for the school/district had to be greater than or equal to 30.
 - For other AYP subgroups, the cell size for the school/district had to be greater than or equal to 40.
 - Other flexibility exceptions

Calculated Process Reading & Math Proficiency Scores

- For 2007, reading and math proficiency scores were determined by calculating the percent of students that scored proficient and above.
 - Montana Criterion-referenced Test
 - » and
 - Montana CRT Alternate Assessment.

Calculated Process Reading & Math Proficiency Scores

- AMO Targets 2006-2007
 - Reading = 74%
 - Math = 51%
- New Targets for 2007-2008 year.

Calculated Process

Reading & Math Proficiency Scores

- For 2007, uniform averaging was utilized, as approved by the U.S. Department of Education.
- CRT results for all assessed grades for school year 2006-07 were evaluated. If a school or district did not make AMO, the assessment results for all tested grades for school years 2005-06 and 2006-07 were averaged to determine if the school or district has made AMO.

Calculated Process Reading & Math Participation Rates

- NCLB requires that 95% of students be tested in all subgroups
- Flexibility surrounding participation rates also allows for averaging data up to three years

Calculated Process

Additional Academic Indicators

- Attendance rate for public elementary schools/districts (includes elementary, 7-8's, middle schools).
- Graduation rate for public secondary schools/districts.
- Aggregate groups/cohorts meeting minimum N requirement (30), must meet 80% goal or make improvements towards goal to make the additional academic indicator.

Calculated Process

Safe Harbor Provision

- The Safe Harbor Provision allows for subgroups that fail to reach the AMO target to still make AYP if there was a 10 percent decrease in the percentage of students below proficient from the prior year.

Calculated Process

2% Rule Flexibility

- The U.S. Department of Education allows for states without modified achievement standards.
- Applies only to schools or districts that did not make AYP based solely on their “Students with disabilities” not meeting reading and/or math AMO’s.

Calculated Process

99% Confidence Interval “Filter”

- The 99% Confidence Interval “Filter” states that those schools and districts that did not make AYP using the calculated method, but made their reading and math AMO’s using a 99% confidence interval, be allowed to be evaluated “holistically” through the Small Schools Process.

Small Schools Accountability Process (SSAP) Overview

- Data sets evaluated in 2007
 - CRT scores and participation rates
 - NRT longitudinal analysis for pattern of achievement
 - NRT longitudinal analysis for pattern of improvement
 - Additional academic indicator performance (attendance or graduation rate)
 - Review of school/district Effectiveness Report

Small Schools Accountability Process (SSAP) Overview

- Comprehensive review of Effectiveness Report by review teams
- School identity not known by review teams for evaluation

Feeder Schools Process Overview

- Feeder School Process
 - School that does not serve any of the tested grades (e.g. PK-2 grade span).
 - Feeder schools receive the AYP status of the school into which their students feed into, also called receiving school.
 - Since receiving schools can receive their determinations using either the small schools or the calculated process, feeder school determinations can be the product of either process.

AYP Appeals Process

- All schools and districts are given proposed AYP status and a 30 day review period in which they can appeal.
- The school/district must provide evidence to support the challenge to OPI.
- OPI reviews appeals and makes a final AYP determinations

Overview of AYP Statuses

- Statuses assigned to indicators and overall depend on whether school/district receives Title I funds.
- For a school/district to be “Identified for Improvement”, must miss same indicator at least two years in a row.
- Once in improvement, must meet targets for indicator at least two years in a row to get out of improvement.

AYP Status for Non-Title I Schools/Districts

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improve-ment?</i>
M	Made AYP	Made AYP	Yr1	M	No
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	No
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	Yes
HImYr2	Holding at Improvement Year 2	Made AYP	ImYr3	M	Yes
<i>HImYr ∞</i>	<i>Holding at Improvement Year ∞</i>	<i>Made AYP</i>	<i>ImYr $\infty + 1$</i>	<i>M</i>	<i>Yes</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	No
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	Yes
ImYr2	2nd Year Identified for Improvement	Did not make AYP	ImYr3	HImYr2	Yes
ImYr ∞	∞ Year Identified for Improvement	Did not make AYP	ImYr $\infty + 1$	HImYr ∞	Yes

AYP Status for Title I Schools

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improvement</i>
M	Made AYP	Made AYP	Yr1	M	No
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	No
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	Yes
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	Yes
HCYr1	Holding at Corrective Action Year 1	Made AYP	RYr1	M	Yes
HRYr1	Holding at Restructuring Year 1	Made AYP	RYr2	M	Yes
HRYr2	Holding at Restructuring Year 2	Made AYP	RYr3	M	Yes
<i>HRYr ∞</i>	<i>Holding at Restructuring Year ∞</i>	<i>Made AYP</i>	<i>RYr ∞ + 1</i>	<i>M</i>	<i>Yes</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	No
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	Yes
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	Yes
CYr1	Identified for Corrective Action	Did not make AYP	RYr1	HCYr1	Yes
RYr1	1st Year Identified for Restructuring	Did not make AYP	RYr2	HRYr1	Yes
RYr2	2nd Year Identified for Restructuring	Did not make AYP	RYr3	HRYr2	Yes
<i>RYr ∞</i>	<i>∞ Year Identified for Restructuring</i>	<i>Did not make AYP</i>	<i>RYr ∞ + 1</i>	<i>HRYr ∞</i>	<i>Yes</i>

AYP Status for Title I Districts

<i>Status Name</i>	<i>AYP Status Description</i>	<i>Made/Did Not Make</i>	<i>Next Step If Miss</i>	<i>Next Step If Make</i>	<i>Improvement</i>
M	Made AYP	Made AYP	Yr1	M	No
MSH	Made AYP with Safe Harbor	Made AYP with Safe Harbor	Yr1	M	No
HImYr1	Holding at Improvement Year 1	Made AYP	ImYr2	M	Yes
HImYr2	Holding at Improvement Year 2	Made AYP	CYr1	M	Yes
HCYr1	Holding at Corrective Action Year 1	Made AYP	CYr2	M	Yes
HCYr2	Holding at Corrective action Year 2	Made AYP	CYr3	M	Yes
<i>HCYr ∞</i>	<i>Holding at Corrective action Year ∞</i>	<i>Made AYP</i>	<i>CYr ∞ + 1</i>	<i>M</i>	<i>Yes</i>
Yr1	1st Year did not make AYP	Did not make AYP	ImYr1	M	No
ImYr1	1st Year Identified for Improvement	Did not make AYP	ImYr2	HImYr1	Yes
ImYr2	2nd Year Identified for Improvement	Did not make AYP	CYr1	HImYr2	Yes
CYr1	1st Year Identified for Corrective Action	Did not make AYP	CYr2	HCYr1	Yes
CYr2	2nd Year Identified for Corrective Action	Did not make AYP	CYr3	HCYr2	Yes
<i>CYr ∞</i>	<i>∞ Year Identified for Corrective Action</i>	<i>Did not make AYP</i>	<i>CYr ∞ + 1</i>	<i>HCYr ∞</i>	<i>Yes</i>

Section 2-
Summary of School, District,
and State AYP Determinations
2006-07 School Year



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Section 2.1-
State-level AYP Determinations
2006-07 School Year



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State-level AYP Determination

- 141,244 students enrolled for testing window enrollment count (PK-12).
- 75,751 students tested and in the AMO calculations
- State went through calculated process
- So, how did Montana do?

State-level AYP Determination

- State of Montana went into Improvement Status- Year 4.
 - Missed Reading AMO for:
 - AmInd
 - Disab
 - FR
 - LEP
 - Missed Math AMO for:
 - AmInd
 - Disab
 - LEP

State-level AYP Determination

Group of Students	Reading Proficiency Score	Reading Test Participation Rate	Math Proficiency Score	Math Test Participation Rate	Attendance Rate	Graduation Rate
All students	81	100	64	100	95	85
White	84	100	67	100	NA	NA
Black	81	100	55	100	NA	NA
Hispanic	76	100	57	100	NA	NA
Native Hawaiian or Pacific Islander	91	100	69	100	NA	NA
Am. Indian/Alaskan Native	59	100	38	100	NA	NA
Asian	87	99	76	100	NA	NA
Economically Disadvantaged	71	99	51	99	NA	NA
Limited English Proficient	39	97	24	98	NA	NA
Students with Disabilities	45	99	27	99	NA	NA

Targets:

74%

95%

51%

95%

80%

80%



Section 2.2-
School-level AYP Determinations
2006-07 School Year



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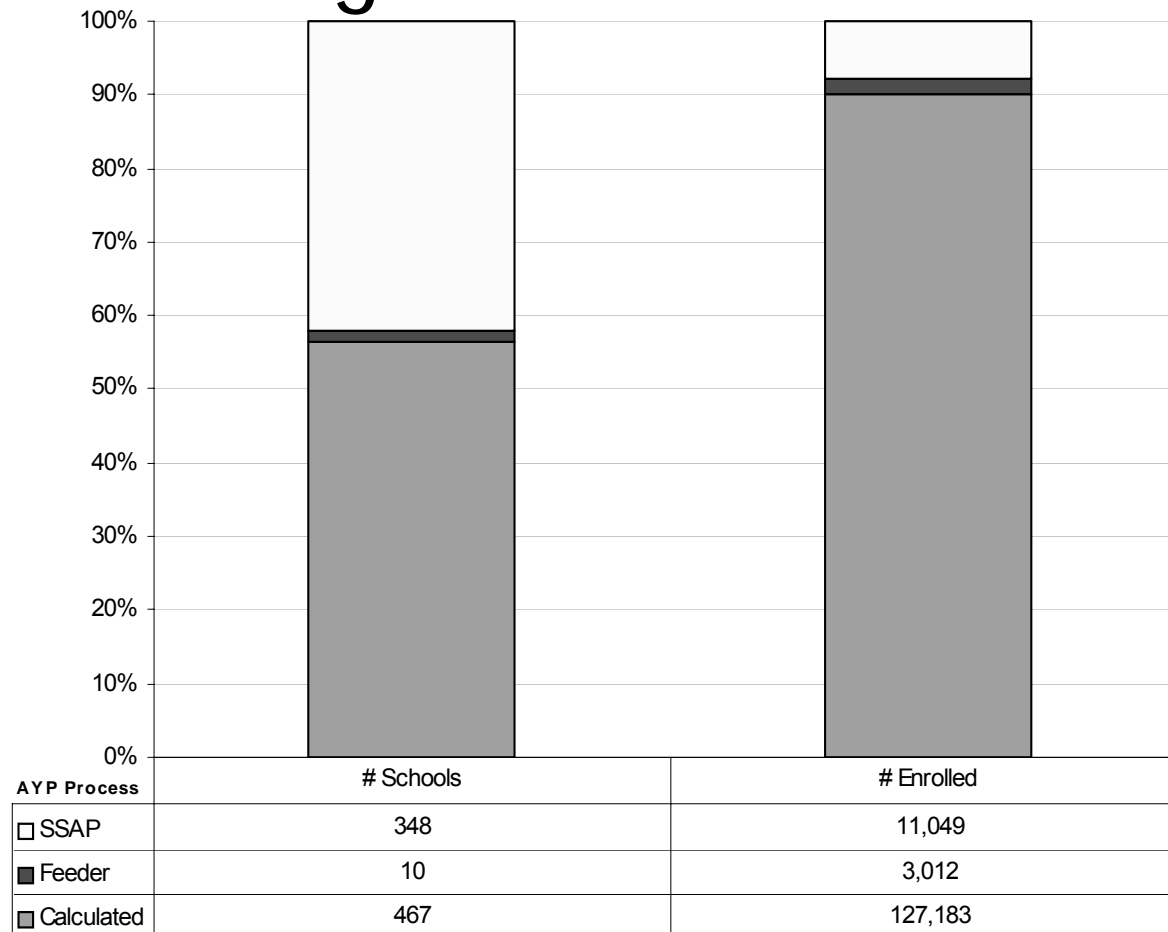
Section 2.2.1- School-level AYP Determinations

- 825 schools were evaluated for Adequate Yearly Progress (AYP) for the 2006-07 School Year
- Of those:
 - 742 Made AYP (89.9%)
 - 83 Did Not Make AYP (10.1%)
- 77.7 % of Montana's students attended a school that made AYP for 2007

School-level Processes for Determining AYP

- School-level determinations made using one of the following processes:
 - Calculated Process
 - 467 schools (56.6%)
 - Small Schools Accountability Process (SSAP)
 - 348 schools (42.2%)
 - Feeder Schools Process
 - 10 schools (1.2%)

School-level Processes for Determining AYP



Section 2.2.2- School-level Calculated Process

- 467 schools evaluated using Calculated Process
- Of those:
 - 408 Made AYP (87.4%)
 - 59 Did Not Make AYP (12.6%)
- 40 schools of 467 “Identified for Improvement” (8.6%)

Section 2.2.3

School-level SSAP

- 348 were evaluated using Small Schools Accountability Process (SSAP)
- Of those:
 - 327 Made AYP (94.0%)
 - 21 Did Not Make AYP (6.0%)
- 17 schools of 348 “Identified for Improvement” (4.9%)

School-level Feeder School Process

- 10 were evaluated using Feeder School Process
- Of those:
 - 7 Made AYP (70.0%)
 - 3 Did Not Make AYP (30.0%)
- 2 schools of 10 “Identified for Improvement” (20.0%)

Section 2.2-
District-level AYP Determinations
2006-07 School Year



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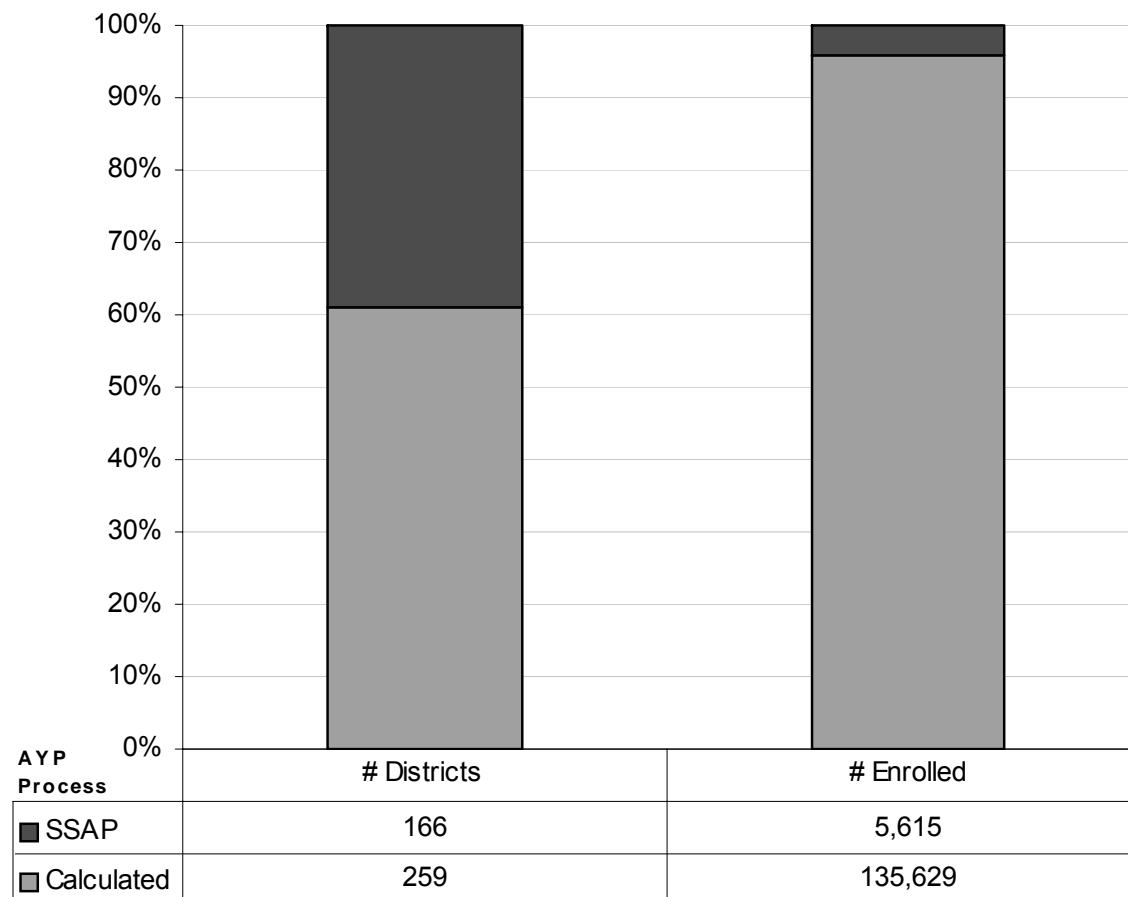
Section 2.3.1- District-level AYP Determinations

- 425 districts were evaluated for AYP for the 2006-07 School Year
- Of those:
 - 363 Made AYP (85.4%)
 - 62 Did Not Make AYP (14.6%)
- 49.1% of Montana students attend a district that made AYP for 2007

District-level Processes for Determining AYP

- District-level determinations made using one of the following processes:
 - Calculated Process
 - 259 districts (60.9%)
 - Small Schools Accountability Process
 - 166 districts (39.1%)

District-level Processes for Determining AYP



Section 2.3.2- District-level Calculated Process

- 259 districts evaluated using Calculated Process
- Of those:
 - 207 Made AYP (79.9%)
 - 52 Did Not Make AYP (20.1%)
- 42 districts of 259 “Identified for Improvement” (16.2%)

Section 2.3.3- District-level SSAP

- 166 districts evaluated using SSAP
- Of those:
 - 156 Made AYP (94.0%)
 - 10 Did Not Make AYP (6.0%)
- 7 districts of 166 “Identified for Improvement” (4.2%)

Section 3-
A Closer Look at Calculated Process AYP
Determinations
2006-07 School Year



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Section 3.1-
Calculated Process AYP Determinations
State-level
2006-07 School Year



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State-level AYP Determination

- State of Montana went into Improvement Status- Year 4.
 - Missed Reading AMO for:
 - Amlnd
 - Disab
 - FR
 - LEP
 - Missed Math AMO for:
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 - Disab
 - LEP

State-level AYP Determination

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Native Hawaiian or Pacific Islander	91	100	69	100	NA	NA
Am. Indian/Alaskan Native	59	100	38	100	NA	NA
Asian	87	99	76	100	NA	NA
Economically Disadvantaged	71	99	51	99	NA	NA
Limited English Proficient	39	97	24	98	NA	NA
Students with Disabilities	45	99	27	99	NA	NA

Targets:

74%

95%

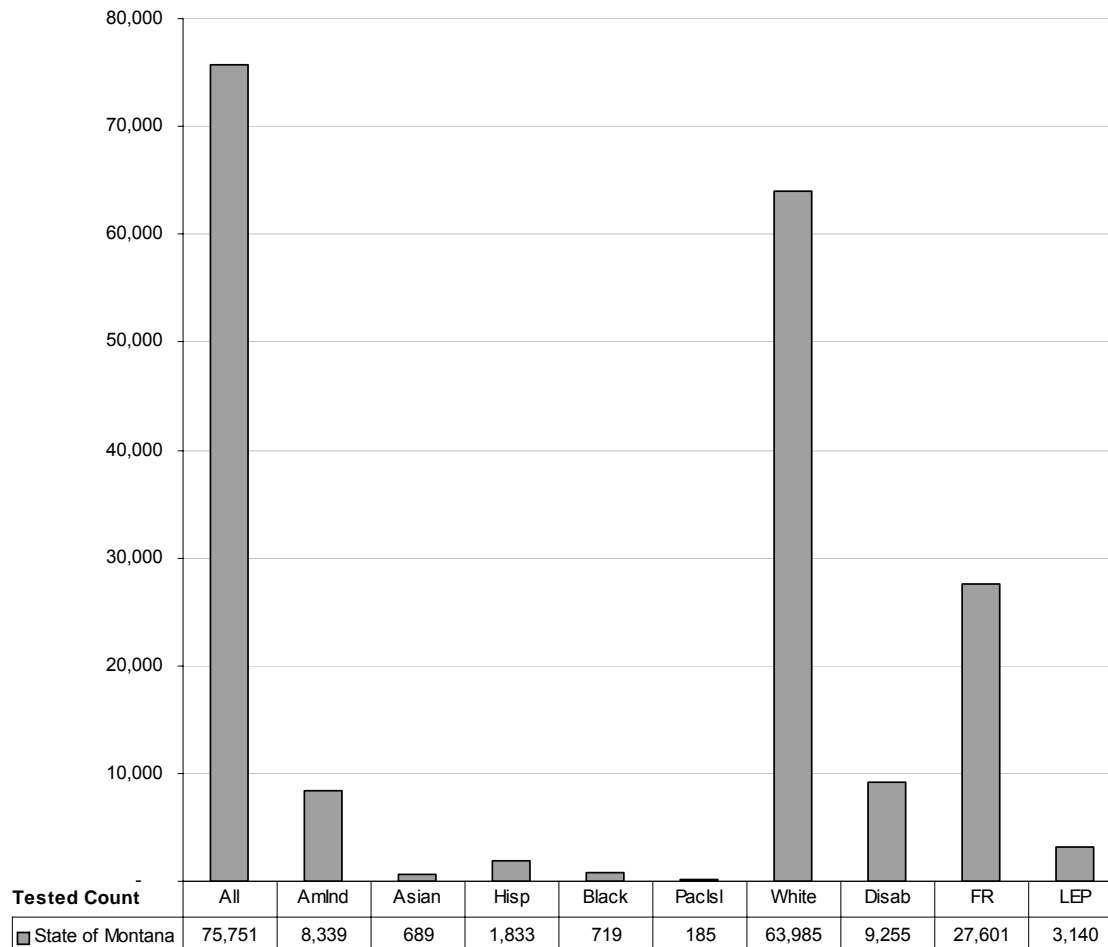
51%

95%

80%

80%

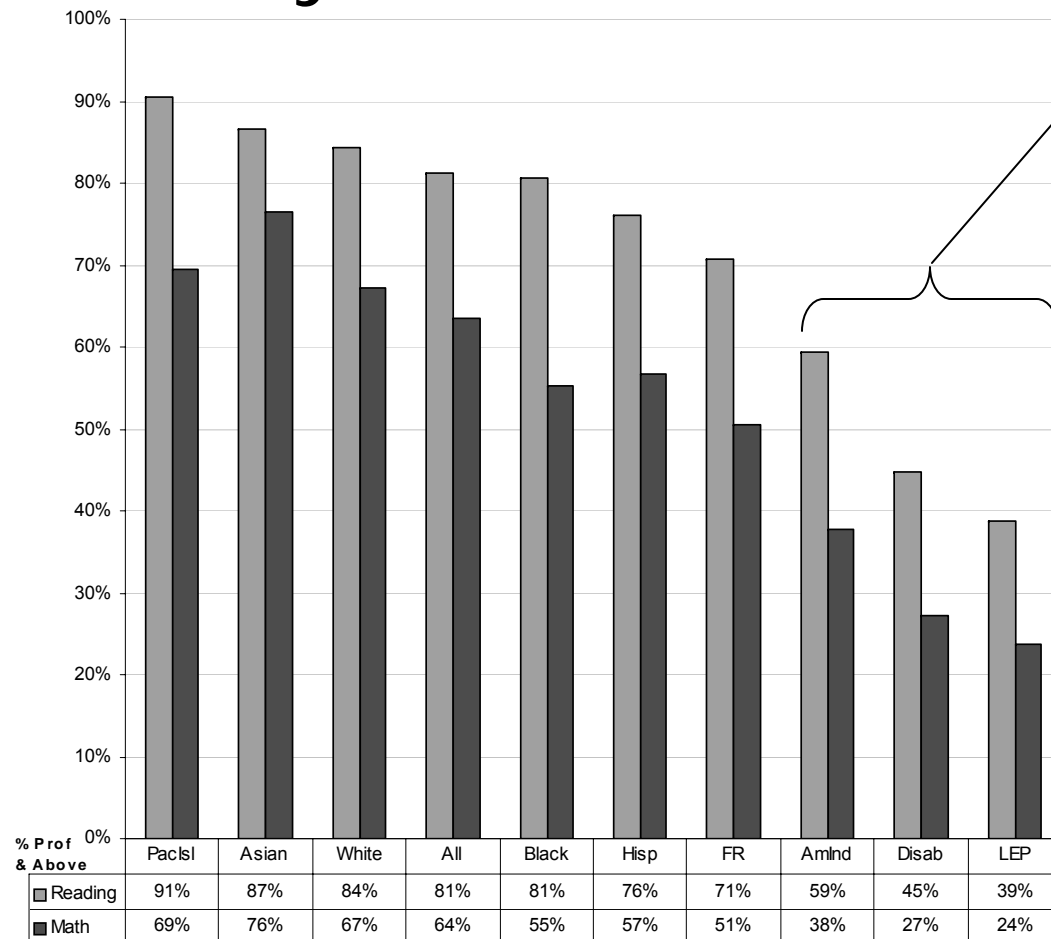
State-level Tested Counts for Reading & Math Proficiency Scores



Tested counts can vary depending on the indicator (subject proficiency scores vs. participation rates) and the reporting level (i.e., state, district, school), due to NCLB allowing for certain students to be excluded from specified calculations.

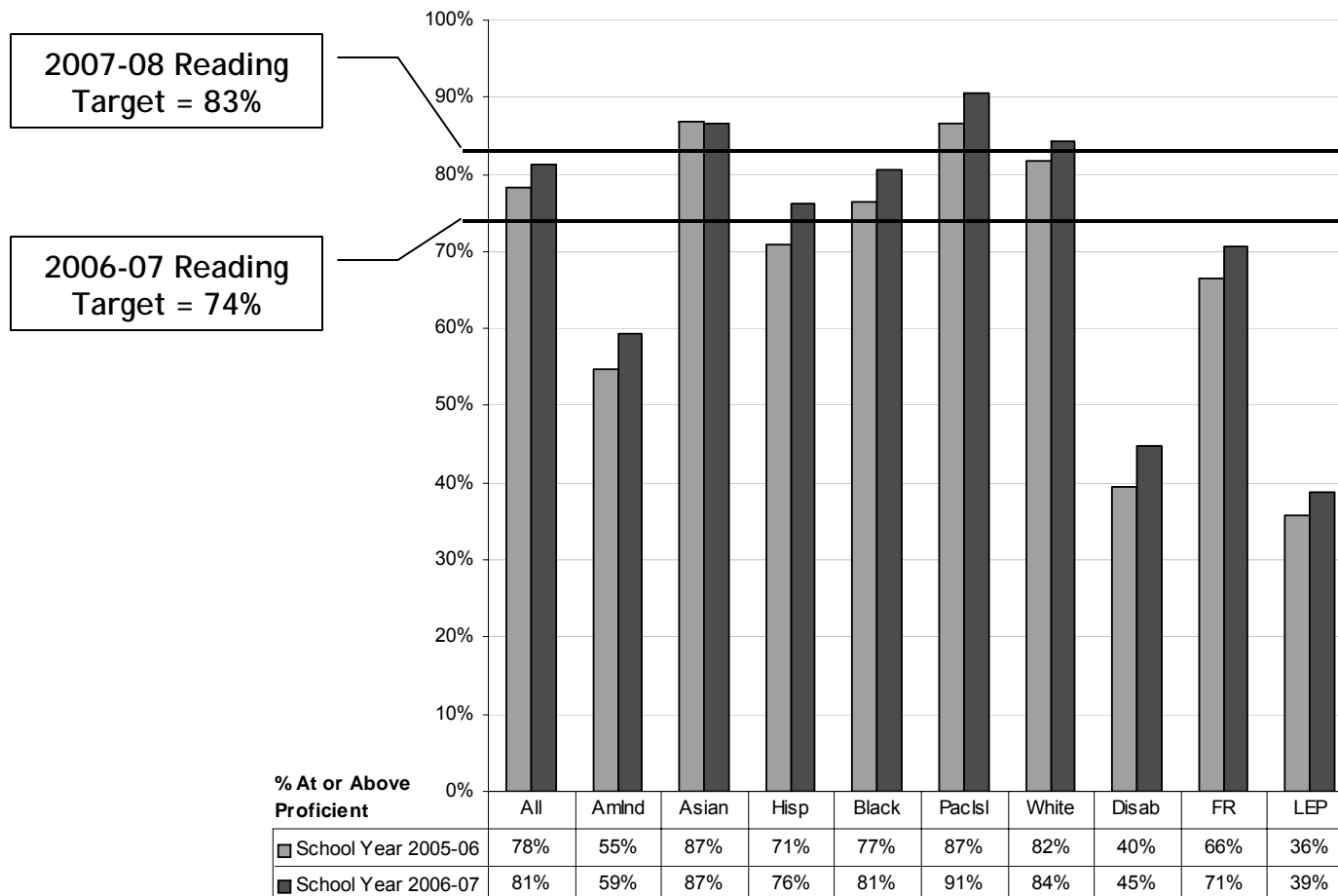
This chart summarizes the # of students tested and included in reading and math AMO calculations by subgroup.

State-level Reading & Math Proficiency Scores



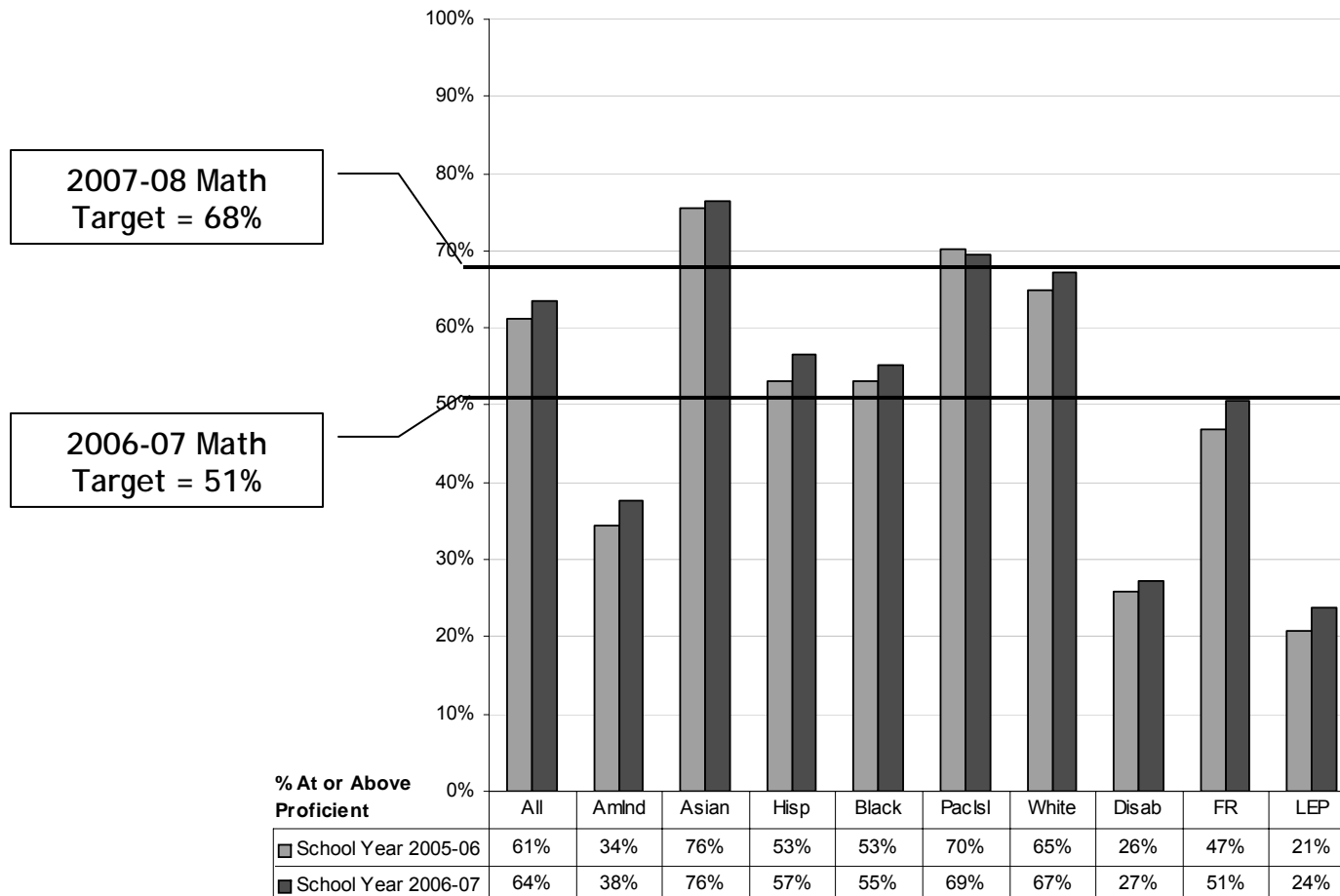
As in years past, the lowest performing subgroups in both reading and math were "Limited English Proficient", "Students with Disabilities" and "American Indian".

State-level Reading Proficiency Scores Two-year Trend by Subgroup



Most subgroups showed gains in reading proficiency scores between the 2005-06 and 2006-07 school years. The exception was in the "Asian" subgroup, one of the highest performing subgroups.

State-level Math Proficiency Scores Two-year Trend by Subgroup



Most subgroups showed gains in math proficiency scores between the 2005-06 and 2006-07 school years.

State-level Participation Rates

- State made participation rate of 95% for all subgroups.

State-level Additional Academic Indicators

- State made both attendance and graduation rate indicators.
- State-level Attendance Rate = 94.6% for 2006-07 school year
- State-level Graduation Rate = 84.7% for 2005-06 school year

Section 3.2-
Calculated Process AYP Determinations
School-level
2006-07 School Year



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School-level Calculated Process

- 467 schools evaluated using Calculated Process
- Of those:
 - 408 Made AYP (87.4%)
 - 59 Did Not Make AYP (12.6%)
- Why did 59 schools not make AYP?

School-level Reading Results

- 40 schools missed the reading indicator
- 34 missed AMO
- 4 missed AMO and participation rate
- 2 missed participation rate only

School-level Math Results

- 42 schools missed math indicator
- 38 missed AMO
- 3 missed AMO and participation rate
- 1 missed participation rate only

School-level Additional Academic Indicators

- All elementary schools in calculated process made attendance rate indicator.
- 7 high schools in calculated process missed graduation rate

District-level Calculated Process

- 259 districts evaluated using Calculated Process
- Of those:
 - 207 Made AYP (79.9%)
 - 52 Did Not Make AYP (20.1%)
- Why did 52 districts not make AYP?

District -level Reading Results

- 35 districts missed reading indicator
- 30 missed AMO
- 4 missed AMO and participation rate
- 1 missed participation rate only

District-level Math Results

- 43 districts missed math indicator
- 39 missed AMO
- 4 missed AMO and participation rate

District-level Additional Academic Indicators

- 1 district serving elementary grades in calculated process missed attendance rate indicator.
- 6 districts serving secondary grades missed graduation rate.

The Mysteries of AYP

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- Future expectations